

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Ms. Tamela Horton

Official School Name: Rosie Sorrells School of Education and Social Services

School Mailing Address: 1201 E. Eighth Street
Dallas, TX 75203-2545

County: Dallas State School Code Number: 057905037

Telephone: (972) 925-5940 E-mail: thorton@dallasisd.org

Fax: (972) 925-6004 Web URL: http://www.dallasisd.org/schools/hslisting.htm

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Michael Hinojosa Ed. D. Superintendent e-mail:
HinojosaM@dallasisd.org

District Name: Dallas Independent School District District Phone: (972) 925-3700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Adam Medrano

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 154 Elementary schools
 (per district designation) 32 Middle/Junior high schools
39 High schools
0 K-12 schools
225 Total schools in district
2. District per-pupil expenditure: 9387

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	8	77	85
3	0	0	0		10	12	72	84
4	0	0	0		11	9	70	79
5	0	0	0		12	8	57	65
Total in Applying School:								313

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
43 % Black or African American
53 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
3 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	0
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2009	297
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 4

Number of languages represented, not including English: 2

Specify languages:

Spanish, Asian

9. Percent of students eligible for free/reduced-priced meals: 72%
 Total number of students who qualify: 225

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 1%
 Total number of students served: 2

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>1</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>18</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	98%	97%	97%
Daily teacher attendance	96%	96%	94%	97%	97%
Teacher turnover rate	0%	2%	0%	1%	0%
High school graduation rate	100%	99%	100%	96%	100%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>59</u>
Enrolled in a 4-year college or university	<u>64%</u>
Enrolled in a community college	<u>33%</u>
Enrolled in vocational training	<u>2%</u>
Found employment	<u>1%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>100%</u>

The Rosie Sorrells School of Education and Social Services at Yvonne A. Ewell Townview Center is committed to ensuring we achieve our campus mission of “Engaging students in quality learning experiences that will prepare them for future success in their college and career goals.” The school serves an ethnically and culturally diverse student population of approximately 310 students. The ethnic representation consists of: Hispanic, 53%; African American, 42%; White 4%; and Asian, 1%. Academic excellence is our priority at SESS. We are a magnet school which provides a rigorous college-preparatory program along with a career and technology emphasis that prepares students for success in their college and career endeavors. The strong academic focus, combined with experiential learning opportunities in career and technology courses, prepares students to become contributing and competitive members of the global environment.

Our school operates on an eight-period block schedule where students meet four periods on alternating days for ninety minutes per period utilizing the A/B day format. Over the course of four years, students accumulate thirty-two credit hours. These hours include at least four credits in math, science, English and social studies. Many of our students take academic coursework during the summer to increase their exposure to higher-level content area courses. SESS students are highly encouraged and challenged to pursue higher academic coursework through the Recommended and/or Distinguished Achievement Graduation Plans. These requirements coincide with the school's and the District's college-bound mission.

Students also participate in many dual credit opportunities available through a partnership with the Dallas County Community College District (DCCCD). The dual credit courses allow students to earn high school credits toward graduation and college credits simultaneously. Many of our eleventh and twelfth grade courses offer dual credit which allows our students to build academic relationships with the professional community and colleges.

The Rosie Sorrells School of Education and Social Services is unique in that it provides students with real world career experiences through mentoring, internships and job shadowing opportunities. These experiences occur within Dallas ISD classrooms and at various social services facilities within the city. These opportunities coincide with the preferred cluster students choose to study during the eleventh and twelfth grade years. Students participate in these experiences while maintaining high academic standards. SESS students are highly focused and committed to their educational goal. Over the past five years, 99% of our graduates have been designated as Texas Scholars, a distinction only awarded to seniors who graduate on the Recommended or Distinguished Plan.

At SESS, we encourage students to participate in school programs and activities for the purpose of discovering personal strengths, abilities and fostering meaningful school relationships. SESS students are able to participate in a wide variety of clubs, service organizations, and honor societies. These activities include education co-curricular leadership organizations such as National Honor Society, Spanish Honor Society, Texas Association of Future Educators (TAFE), and Family Career and Community Leaders of America (FCCLA). Students are also able to participate in a myriad of University Interscholastic League (UIL) extra-curricular activities that include Band, Choir, Orchestra, and JROTC. Participation in these organizations promotes teamwork, leadership and further prepares students to achieve their future goals.

Our campus community affords students the opportunity to learn, achieve and grow in an environment where they are nurtured by a faculty and staff that believes in the inherent ability of each and every student. SESS is committed to empowering our students to excel in their individual endeavors. Students graduating from the Rosie Sorrells School of Education and Social Services earn more than a high school diploma. They gain the knowledge, skills, and experiences to make their college and career goals a reality.

1. Assessment Results:

The assessment results achieved over the past five years at the Rosie Sorrells School of Education and Social Services are based upon the building of a campus culture focused upon ensuring academic excellence for all students. Student performance on the Texas Assessment of Knowledge and Skills (TAKS) has been a key indicator in determining our progress in meeting student achievement goals. Students are tested over content in the areas of math, science, English and social studies. Students are tested during their 9th, 10th and 11th grade years. Eleventh grade students take the exit-level TAKS, a graduation requirement. Schools are rated by the Texas Education Association based upon student performance in each of these areas. There are four possible school ratings: Exemplary, Recognized, Academically Acceptable and Academically Unacceptable.

Analysis of student academic trends in English Language Arts (ELA) over the past five years indicate all students have benefitted from the rigor of the quality ELA instructional program provided at our campus. During the 2005/2006 school year, 97% of 9th – 11th grade students passed the English portion of the TAKS test. In each of the subsequent school years, 2006/2007 through 2009/2010, we have achieved a 100% pass rate for the English portion of the TAKS test across each grade level. The 100% passing rate on the English portion of the TAKS test serves as a barometer of the success of our ELA department in providing curriculum and instruction that supports the academic success of all students and student groups.

Further analysis of student academic trends over the past five years, indicate students have shown substantial gains in achievement in the area of mathematics. During the 2005/2006 school year, 88% of 9th – 11th grade students passed the Mathematics portion of the TAKS test. There were significant gaps in the test scores of student subgroups. Ninety-six percent of all Hispanic students, 88% of economically disadvantaged students and 75% of African American students passed the Mathematics portion of the TAKS tests. These results indicated a 21% gap in the achievement levels of Hispanic and African American students. The TEA campus rating for the 2005/2006 school year was “Recognized”. This trend continued in the 2006/2007 school year. During the 2006/2007 school year, 80% of 9th – 11th grade students passed the Mathematics portion of the TAKS test. Eighty-five percent of all Hispanic students, 80% of economically disadvantaged students and 73% of African American students passed the Mathematics portion of the TAKS tests. These results showed that student performance in math dropped across all student groups and a 12% gap in performance existed among Hispanic and African American students. The TEA campus rating for the 2006/2007 school year was “Academically Acceptable”.

It was clear at this juncture that the organizational structures and instructional practices at SESS were not supporting high levels of mathematical achievement for students. Significant changes were made in the organization and day-to-day practices of the campus. We assessed every system and structure to ensure that it supported our campus achievement goals. We worked to develop short-term as well as long-term goals for student mathematical achievement. We built in a formative assessment of our progress in attaining achievement goals and developed school wide systems of interventions. We developed a new campus motto, “Academic Excellence is Our Priority”. This motto encompassed the intentionality and focus that we placed upon making data-driven decisions to ensure that our campus practices supported increased student achievement.

We were able to observe positive feedback regarding the effectiveness of our campus change initiatives in the analysis of the 2007/2008 TAKS data. During this school year, 95% of 9th – 11th grade students passed the Mathematics portion of the TAKS test. The analysis of student groups was particularly noteworthy; 95% of Hispanic, 94% of economically disadvantaged and 94% of African American students passed the math portion of the test. The results showed significant increases in the achievement level of all students. It also showed the elimination of gaps in mathematical achievement among student subgroups.

The TEA campus rating for the 2006/2007 school year was “Exemplary”. Over the next two years, we sustained high levels of student achievement in mathematics. During the 2008/2009 school year, 94% of all students passed the math portion of the TAKS test. Ninety-six percent of Hispanic, 94% of economically disadvantaged and 92% of African American students passed the Math portion of the test. During the 2009/2010 school year, 99% of all students passed the math portion of the TAKS test. One hundred percent of Hispanic, 99% of economically disadvantaged and 97% of African American students passed the math portion of the test. The TEA campus ratings for the 2008/2009 and 2009/2010 school years were “Exemplary”. Additional information regarding SESS student achievement data can be found at:

<http://ritter.tea.state.tx.us/perfreport/aeis/>.

2. Using Assessment Results:

The increased student achievement at The Rosie Sorrells School of Education and Social Services school began with disaggregating student data in order to design supportive systems for attainment of campus achievement goals. We continue to allow disaggregation of student data to be the driving force for decision-making at our school. During the summer prior to the beginning of each school year, the administrative team meets with content area teacher leaders to review our student assessment data. We collaborate to collect and analyze student data, interpret results to identify areas of strengths and weaknesses, and share findings to improve staff performance and student learning.

We are purposeful and intentional in ensuring that we make data-driven decisions regarding our campus practices. The analysis of student data guides our practices in developing campus goals for increased student achievement, developing the campus budgetary allocations, determining campus needs for instructional and organizational resources and identifying areas of need for professional development. The analysis of student data by campus administrators and content area teacher leaders further enables us to implement campus wide systems of interventions that ensure all students are provided with additional support when they experience difficulty in learning.

We are reflective in our practices. We continuously monitor student data throughout the course of the school year to assess our practices. District benchmark assessments, college readiness pre-assessments (such as the PSAT and Iowa Test of Basic Skills), and campus-made common content-area assessments serve as formative indicators of student learning. We adjust our strategies and practices as needed to ensure they are aligned to meet campus goals and objectives for student learning and achievement. These are a few examples of how the analysis of student achievement data have enabled us to make data-based decisions concerning the development and implementation of systems and strategies designed to positively impact student achievement.

3. Communicating Assessment Results:

Based upon our assessment data, communication of student performance results is an important tool for increasing sustained support for and commitment to our student achievement goals. SESS uses many different tools and strategies to communicate assessment data to all of our stakeholders. The Dallas ISD Parent Portal website affords parents the opportunity to view up-to-date information about their child's academic progress, grades, standardized test scores, attendance, assignments, and progress toward graduation. This tool allows parents to play an increased role in supporting their child's academic success. Our school also distributes a three-week academic progress report to parents which provides a snapshot of their child's current academic development. We make extensive use of the Dallas ISD's School Messenger System. The School Messenger System allows us to communicate with parents via phone or email to update them on student performance throughout the school year.

Throughout the school year the school hosts various activities for our parents. Some examples are Open House nights, parent/teacher conference nights, as well as district wide and campus magnet showcase nights. We work in collaboration with our Parent Teacher Student Association (PTSA) to share

information regarding student performance and assessment results. The school's Site-Based Decision Making Committee (SBDM) allows us to communicate results of student performance to an expanded audience that includes community and business members, alongside parents, faculty and students. SESS also conducts parent and student informational sessions related to college-readiness indicators including Advanced Placement strategies, TAKS analysis, SAT, ACT and PSAT test improvements. SESS publishes "The Newsletter" on a quarterly basis. "The Newsletter" is a student publication that provides parents, students, and community members an additional resource for receiving updated information on student's academic progress and campus achievement goals. SESS's website contains several resources that report student academic progress. These resources include the School Report Card that was created by the school district. The School Report Card provides a three-year report of student academic progress as measured by TAKS, college-entrance test performance, student graduation rates and other college-readiness indicators.

4. Sharing Lessons Learned:

The Rosie Sorrells School of Education and Social Services stands as a model of excellence and innovation in educating students to ensure that they are prepared to attain their college and career goals. The sharing of our successes and best practices with other educational entities enables us to serve as a resource for facilitating their students' increased academic achievement. We are able to share best practices and successful strategies through campus, principal, faculty and student presentations.

Each year, delegations of educators from across the state, the nation, and foreign countries visit our campus to view our programs. During the visits we are able to share practices that have enabled us to successfully educate students and to attain high levels of academic success. We provide feedback on questions related to program implementation, needed resources, and reflections upon program effectiveness.

We also host campus visits from other high schools in the district. Delegates from the other campuses are able to observe our campus instructional programs. These campus visits provide additional forums for the principal and faculty to share strategies that have successfully increased student achievement.

SESS holds an annual celebration of student achievement at the beginning of the school year. This assembly is held during the school day and all students, faculty and interested parents attend. During this event, we: 1) share the previous year's academic data, 2) highlight our strengths and weaknesses, and 3) plan academic goals and student support strategies for the new school year that will support attainment of the new goals. This forum is a highlight at the beginning of the school year because it not only celebrates student achievement, but it also provides students and parents an opportunity to hear clear and accountable talk regarding current campus goals and strategies for increased student achievement. During the month of December we host campus tours from middle school students, open houses for parents and interested students, and provide information regarding our campuses best practices and successes.

SESS teachers are allowed to present best practices at district, local and state venues. Our teachers serve as leaders in curriculum writing and development. They serve as mentors for new and veteran teachers as well as trainers for district professional development. SESS teachers also present on curriculum issues at state conferences. The campus practices listed above exemplify SESS's commitment to sharing our best practices across local, state, and national venues.

1. Curriculum:

At SESS, we strive to ensure that students are provided curriculum opportunities that are rich in both relevance and rigor. Priority is placed upon ensuring that opportunities and instructional programs offered are of the highest quality, allowing us to truly live our mission, “Engaging students in quality learning experiences that will prepare them for future success in their college and career goals.”

Through the curriculum offerings at SESS, teachers make use of instructional sound research-based best practices to ensure the taught curriculum provides opportunities for multiple entry points to students so they can successfully attain the subject’s content. These research-based best practices include implementation of Dr. Lauren Resnick’s “Principles of Learning” which organizes a system for “effort-based learning” and Dr. Carol Dweck’s “Growth Mindset”. The Principles of Learning provide us with theoretical statements regarding key instructional components that allow us to effectively analyze the quality of instruction and opportunities for learning offered to students. Effort-based learning research supports the notion that effort creates ability. By subscribing to this philosophy at SESS, we make use of scaffolded instruction which provides students with opportunities to develop individual strategies for learning that will increase their academic success. We also make use of Blake and William’s research on formative assessment. The use of formative assessment in delivering the taught curriculum allows teachers to use assessment for learning continually throughout instruction to look for ways to generate evidence of student learning. This evidence is utilized to adapt instruction to better meet student learning needs.

Core content curriculum areas include math, science, social studies, and English language arts. Students are able to choose from Pre-Advanced Placement, Advanced Placement and Dual Credit courses in the content-area curriculum offerings. Students are required to complete four years of math, science, English and social studies. Science courses guide students in learning about the history and nature of science in addition to the development of content knowledge and skills related to key science concepts and processes. Inquiry-based learning is an important component of instruction in science, enabling students to participate in hands-on investigations and develop critical thinking and problem-solving skills. The English Language Arts curriculum develops the ability to effectively communicate by strengthening students’ grammar skills, vocabulary, literary analysis, and writing. Student engagement in literature discussions promotes increased verbal interaction and allows for critical and creative thought processes.

Social Studies courses provide students with knowledge of their history, cultural values and civic responsibilities in order to promote social competency and literacy. The mathematics curriculum enables students to be active participants in learning opportunities which promote development of problem-solving skills, analytic reasoning and critical thought processes. These skills will support students in successfully addressing the real-world challenges of a global society.

Students also must complete two to three years of foreign language courses. The course offerings include Spanish, French, German, and Latin. The foreign language curriculum develops students’ proficiency in writing, speaking, listening and reading to increase the ability to communicate effectively in a language other than English.

Students are also required to complete courses in the fine arts and physical education. The fine arts department strives to provide students with a comprehensive and rigorous program of study in music, art, theater, and dance that supports the development of a well-rounded student. Students are able to choose from course offerings in art, art history, studio art design, theater arts, music theory, vocal and instrumental performance. The physical education department also strives to develop a well-rounded student by providing students with opportunities to attain the skills and knowledge to be physically active as part of a healthy lifestyle.

2. Reading/English:

The English Language Arts department offers students a wide array of curriculum opportunities that ensure all students receive an exemplary literature education. Students are able to choose from Pre-Advanced Placement, Advanced Placement and Dual Credit courses within the department. The curriculum is designed to build student's written and verbal proficiency by engaging students in daily instructional experiences that strengthen student's grammar, vocabulary, literary analytical skills, and writing effectiveness. Teachers use curriculum planning guides that provide them with resources and tools designed to expose students to scaffolded learning that builds upon foundational and requisite literature skills while enabling students to master more complex high-order reading, writing and communication skills.

High quality instruction based upon differentiated learning opportunities supports students' successful mastery of the literature content at SESS. Students at SESS display a wide range of reading and writing ability, ranging from below grade level skills to college readiness skills. Teachers make use of a variety of instructional methods in order to reach all students and provide multiple pathways to student's success. These strategies include direct instruction, group assignments, guided composition, creative writing, and individual and group multimedia presentations.

English teachers use formative and summative assessment measures designed to provide them with feedback on student mastery of content. Assessment of learning occurs before, during and after instruction in order to gauge the effectiveness of the instruction, student learning, and to identify students at risk of difficulty and in need of specialized instruction.

Teachers use immediate and early interventions when students are not successful. Tutoring , before and after school, is used to supplement classroom instruction. During class, teachers use small group instruction and peer assessment in order to provide struggling students with focused attention in deficit areas. Teachers extend literature learning beyond the classroom by assigning at home daily reading, making use of summer reading lists and promoting writing across the curriculum opportunities that equip other content areas with the tools and resources to develop and assess classroom projects that support literary proficiency. The English department is committed to supporting students' efforts to achieve their college and career goals by developing them into effective verbal and written communicators.

3. Mathematics:

The Mathematics Department largely utilizes the state-aligned district math curriculum and the College-Board curriculum to ensure all students receive a quality math education. Students progress through a sequential course of study that includes exposure to Pre-AP, Advanced Placement and Dual Credit courses. The curriculum is designed to build mathematical proficiency by engaging students in solving real-world problems, performing cognitively demanding mathematical tasks, and participating in activities that provide students with opportunities to rationalize, reflect upon, and justify their own solutions. Students are given sufficient time, daily, to complete coursework that builds on prior skills and knowledge and allows them to develop the capacity to think and reason mathematically. Curricular tools including manipulatives and resources such as Texas Instrument's Nspire calculators and Navigator Systems are used. Tools and resources are based on current research and current technology. Frequent benchmarks are also conducted to ensure that students are mastering mathematical concepts and experiencing academic success.

Teachers provide frequent feedback to students and utilize formative assessment to gather information about how students understand concepts taught so that adjustments can be made in what students are learning on a daily basis. Students who struggle or are functioning below grade level receive immediate intervention and additional instructional time before and after school. Such interventions include small group, paired instruction, cooperative learning, and differentiated instruction aimed at building targeted mathematical proficiency. Students also receive one-on-one peer tutoring from upper classmen in the Rosie Sorrells School of Education and Social Services Ambassador Program. Technology software such

as the Texas Web Tutor is utilized to track and profile student progress and to monitor student improvement of identified weak areas in math. The overall goal of the math curriculum is to ensure that students graduate with the skills necessary to lead in the 21st Century. Some of these skills are problem solving, decision making, critical and creative thinking, and the ability to work collaboratively.

4. Additional Curriculum Area:

The use of technology at SESS allows the campus to achieve increased levels of student achievement while also equipping students with skills that prepare them for life-long success. Technology empowers our students to be creative and productive by providing them with opportunities to learn in ways in which they are most comfortable. Strengthening our students' technological expertise increases their potential for successful attainment of college and career goals.

Integration of technology across the curriculum supports our mission of engaging students in quality learning experiences that will prepare them for future success by deepening and enhancing the learning process. The use of technology in all of our courses enhances reading, writing, computing, communication and problem solving skills. Incorporating technology into project-based learning enables students to acquire and refine their analytical skills while they work individually and in teams to synthesize information.

Teachers are able to increase student engagement in the learning process, the amount of student/teacher interaction and feedback, and make connections to real-world experiences by making use of the myriad of technological tools available on our campus to support instruction. This leads to increased student engagement and success in quality learning experiences. The use of technology in student instruction also provides teachers with effective tools to reach different types of learners and assess student understanding of the curriculum. This differentiation of learning promotes increased student achievement by empowering students to take ownership of their learning experiences.

Teachers and students use of technology supports the 21st century approach to education, an approach aimed at preparing all of our children to successfully meet the challenges of the future world. Our technology integration is designed to help students develop the ability to communicate, collaborate, think critically, utilize media to gather information and incorporate awareness of the world around them.

5. Instructional Methods:

Rosie Sorrells School of Education and Social Services utilizes differentiation to match each student's characteristics and learning needs to instruction and assessment while maintaining high expectations for all of them. Diagnostic assessments, both formal and informal, are given to determine each student's academic readiness. Surveys and inventories are used throughout the year to determine student interests and learning styles. Teachers tailor instruction and incorporate various instructional strategies based upon the data collected on each individual student.

Each week, students complete high-level tasks that can be solved from various entry points and with a variety of strategies and methods. For example, in Algebra 1, Bathing the Dog is one high-level task that students complete. In this high-level task, students are given a scenario in which they must describe the height of the water level as time passes. Students can use a table, graph, formulate an equation, draw pictorial illustrations, or describe the change through the use of manipulatives to solve the problem. Students are able to take ownership of their learning as well as learn from others as they present their work to peers.

Students are also required to complete projects that span across each six weeks in which the processes and product are differentiated. Students work in teams to share knowledge and ideas, and to devise a plan for how they will solve and present their products. Because the procedures they utilize to produce their artifacts are according to their interests, this form of differentiated instruction serves as a powerful tool for authentic motivation and high student engagement.

Teachers also construct their lessons and the learning environment to differentiate instruction in classrooms and to meet the diverse needs of student groups. Teachers provide a variety of materials including computers with internet access, audio and visual materials, manipulatives, and reference materials to complete assignments. Their rooms are arranged in workstations so that students can be grouped heterogeneously with varied abilities. Each of these examples provides differentiated learning experiences that serve to produce increased student learning and achievement at SESS.

6. Professional Development:

At Rosie Sorrells School of Education and Social Services, we believe what occurs within the classroom is the most important predictor of student achievement. Meaningful teacher professional development opportunities provide teachers with resources to build their capacity so they more effectively instruct students. This is central to achieving our campus goals for student achievement. We continuously work to create opportunities for teachers to participate, implement, and reflect upon the potential of research-based professional development in order to support each teacher's ability to work effectively.

District and campus-based professional development opportunities allow SESS faculty members to enhance their instructional effectiveness and performance so that student achievement increases. The Campus Instructional Leadership Team (CILT) members, along with campus administrators, participate in district professional development that supports the implementation of our campus Professional Learning Community. During these trainings, CILT and campus administrators engage in district initiatives for increased student achievement. These initiatives include Principles of Learning and Disciplinary Literacy. These two professional development opportunities focus upon effective instructional techniques, curriculum, assessment and student learning strategies. They provide CILT members and administrators with additional tools and resources for increasing teacher and principal effectiveness as well as student success. We, in turn, use these tools to provide campus-based staff development centered around instructional conversations about the Principles of Learning and Disciplinary Literacy.

The district initiated a collaboration period for content area teachers, an additional professional development tool, which supports SESS's attainment of our academic student achievement goals. Teachers in the areas of math, science, social studies, and English receive a collaboration period in addition to their planning period. The teacher collaboration period is a research-based best practice in education that provides opportunities built directly into the master schedule for teachers to focus upon instructional issues, learning and assessment. During teacher collaboration, teachers are able to share what they know, experiment with new ideas and open their practice for evaluation.

The above examples of professional development support the implementation of a successful and effective professional learning community at SESS. These district and campus-based efforts provide resources that support student learning and attainment of our campus academic goals.

7. School Leadership:

The principal of Rosie Sorrells School of Education and Social Services believes in the importance of distributive leadership that provides opportunities for all stakeholders to share their skills and expertise in a collaborative effort to create a shared vision of success for all students. She also believes in the importance of results-oriented leadership that allows for creation and maintenance of a campus culture focused on teaching, learning, and accountability to established goals.

The leadership team works diligently to ensure that all stakeholders – students, parents, staff, and community – will have a voice in the formulation of plans designed to increase student achievement. They embrace and model a leadership ethos that recognizes and respects the opinions of others, values individual differences, and seeks to reach new solutions based upon consensus.

At SESS, we make use of a variety of structures that provide opportunities for dialogue regarding the development of effective techniques and strategies focused upon improving student achievement. The Campus Instructional Leadership Team (CILT) oversees the implementation of the campus instructional programs by monitoring various student data sources, campus and district policies, and supportive programs to assess our progress in attaining our student academic goal. The campus Site-Based Decision Making Team (SBDM) is a forum that allows community members, businesses members, faculty, staff and students to play a role in the decision making process and empowers them to act upon issues impacting increased student achievement. The Faculty Advisory Committee also serves a two-fold purpose: 1) it provides opportunity to further ensure that policies and programs are put into place that improve student achievement while also serving to increase consensus building, conflict resolution and improvement of relationships among faculty members, and 2) monthly faculty meetings with all faculty members providing additional forums for promoting faculty participation in dialogues regarding strategies for increasing student achievement.

The above campus structures are but a few examples of the leadership team's efforts to put into place effective systems designed to ensure campus policies, programs, relationships and resources focused upon improving student achievement goals. The strategies exemplify congruence between campus leadership's espoused and practiced philosophy of education, thereby, resulting in our school organization being better positioned to support and attain increased academic achievement for all students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: TAKS

Edition/Publication Year: 2006 - 2010 Publisher: TEA

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Percent Met Standard	99	91	89	83	90
Percent Commended	32	19	25	11	15
Number of students tested	81	70	63	63	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percent Met Standard	100	94	87	83	88
Percent Commended	34	16	30	14	6
Number of students tested	61	49	46	42	32
2. African American Students					
Percent Met Standard	97	89	86	71	83
Percent Commended	24	19	23	7	0
Number of students tested	38	27	22	28	18
3. Hispanic or Latino Students					
Percent Met Standard	100	92	91	94	93
Percent Commended	40	18	29	16	23
Number of students tested	42	38	35	32	30
4. Special Education Students					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

11TX4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: TAKS

Edition/Publication Year: 2006 - 2010 Publisher: TEA

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Percent Met Standard	100	100	100	100	96
Percent Commended	26	28	17	22	29
Number of students tested	81	69	64	63	52
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percent Met Standard	100	100	100	100	97
Percent Commended	25	23	19	24	19
Number of students tested	61	48	47	42	32
2. African American Students					
Percent Met Standard	100	100	100	100	94
Percent Commended	21	42	17	21	22
Number of students tested	38	26	23	28	18
3. Hispanic or Latino Students					
Percent Met Standard	100	100	100	100	97
Percent Commended	31	21	20	25	33
Number of students tested	42	38	35	32	30
4. Special Education Students					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

11TX4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: TAKS

Edition/Publication Year: 2006 - 2010 Publisher: TEA

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Percent Met Standard	100	95	99	91	96
Percent Commended	33	35	22	20	38
Number of students tested	64	60	67	45	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percent Met Standard	100	92	100	88	97
Percent Commended	35	38	23	12	48
Number of students tested	46	37	39	25	31
2. African American Students					
Percent Met Standard	100	95	97	81	89
Percent Commended	25	36	13	6	11
Number of students tested	24	22	31	16	19
3. Hispanic or Latino Students					
Percent Met Standard	100	97	100	96	100
Percent Commended	40	41	33	26	58
Number of students tested	35	32	33	27	26
4. Special Education Students					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. 0					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

11TX4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: TAKS

Edition/Publication Year: 2006 - 2010 Publisher: TEA

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Percent Met Standard	100	100	100	100	98
Percent Commended	52	47	30	51	33
Number of students tested	65	60	67	45	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percent Met Standard	100	100	100	100	97
Percent Commended	50	46	31	36	32
Number of students tested	46	37	39	25	31
2. African American Students					
Percent Met Standard	100	100	100	100	100
Percent Commended	60	50	19	38	26
Number of students tested	25	22	31	16	19
3. Hispanic or Latino Students					
Percent Met Standard	100	100	100	100	96
Percent Commended	49	47	39	56	35
Number of students tested	35	32	33	27	26
4. Special Education Students					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

11TX4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: TAKS

Edition/Publication Year: 2006 - 2010 Publisher: TEA

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Percent Met Standard	98	96	97	68	78
Percent Commended	45	45	38	12	13
Number of students tested	83	78	74	60	55
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percent Met Standard	96	96	96	71	83
Percent Commended	46	45	37	12	15
Number of students tested	56	55	51	41	40
2. African American Students					
Percent Met Standard	95	92	100	68	57
Percent Commended	29	39	29	23	9
Number of students tested	38	36	28	22	23
3. Hispanic or Latino Students					
Percent Met Standard	100	100	95	67	97
Percent Commended	56	50	39	6	17
Number of students tested	43	42	41	33	29
4. Special Education Students					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

11TX4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 9 Test: TAKS

Edition/Publication Year: 2006 - 2010 Publisher: TEA

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Percent Met Standard	100	100	100	100	98
Percent Commended	44	34	55	44	46
Number of students tested	82	80	74	59	54
Percent of total students tested	99	100	100	97	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percent Met Standard	100	100	100	100	100
Percent Commended	42	33	51	45	51
Number of students tested	55	57	51	40	39
2. African American Students					
Percent Met Standard	100	100	100	100	96
Percent Commended	43	32	61	36	39
Number of students tested	37	37	28	22	23
3. Hispanic or Latino Students					
Percent Met Standard	100	100	100	100	100
Percent Commended	47	36	54	48	52
Number of students tested	43	42	41	33	29
4. Special Education Students					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

11TX4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Percent Met Standard	99	94	95	80	88
Percent Commended	37	33	29	14	21
Number of students tested	228	208	204	168	155
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percent Met Standard	99	94	94	80	88
Percent Commended	39	33	31	13	22
Number of students tested	163	141	136	108	103
2. African American Students					
Percent Met Standard	97	92	95	73	75
Percent Commended	26	32	21	12	7
Number of students tested	100	85	81	66	60
3. Hispanic or Latino Students					
Percent Met Standard	100	96	95	85	96
Percent Commended	46	37	34	15	32
Number of students tested	120	112	109	92	85
4. Special Education Students					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
Percent Met Standard	0	0	91	0	90
Percent Commended	0	0	27	0	20
Number of students tested	0	0	11	0	10
NOTES:					

11TX4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Percent Met Standard	100	100	100	100	97
Percent Commended	40	35	35	38	36
Number of students tested	228	209	205	167	154
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percent Met Standard	100	100	100	100	98
Percent Commended	38	33	34	35	35
Number of students tested	162	142	137	107	102
2. African American Students					
Percent Met Standard	100	100	100	100	97
Percent Commended	39	40	33	30	30
Number of students tested	100	85	82	66	60
3. Hispanic or Latino Students					
Percent Met Standard	100	100	100	100	98
Percent Commended	42	34	39	42	40
Number of students tested	120	112	109	92	85
4. Special Education Students					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Percent Met Standard	0	0	0	0	0
Percent Commended	0	0	0	0	0
Number of students tested	0	0		0	0
6. White					
Percent Met Standard	0	0	100	0	0
Percent Commended	0	0	27	0	0
Number of students tested	0	0	11	0	0
NOTES:					

11TX4